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DOC 2000-01 Directions for Completing Student Assessment of Instruction; Report of Results of Student Assessment of Instruction

University of Dayton. Student Academic Policies Committee

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: 1. Directions for Completing Student Assessment of Instruction
2. Report of Results of Student Assessment of Instruction

SUBMITTED BY: Student Academic Policies Committee

DATE: February 18, 2000 (effective March 1, 2000)

ACTION IS: Legislative

REFERENCE IS: ARTICLE II, B, 1, c

DESCRIPTION OF PROPOSAL:

1. The directions point out the difference between an answer of NEUTRAL and an answer of NOT APPLICABLE. Also, they alert the faculty and students to the blank lines where additional statements may be added.
Information about a procedure to guide departments in the administration of the student assessment is also given.
2. The format of reporting the assessment results is detailed. This format is identical to the previous Student Evaluation of Faculty form, except that no averaging is done. In addition any department, or school, or the college may request the raw data for further statistical analyses.

Directions for Completing Student Assessment of Instruction

1. A response of NOT APPLICABLE is different from NEUTRAL (neither agree nor disagree). If you believe that a statement is not applicable to you, the instructor, or the course, fill in the NOT APPLICABLE circle. For example, if there was no writing component to the course (# 5), answer NOT APPLICABLE.
2. There are several blank lines (24 – 30) for which the instructor or department or school or college may formulate additional statements. Typically, these statements are specialized or pertain to a small number of classes, such as: "Team teaching was effective in this course." Be sure your answers correlate with the correctly numbered lines.

PROCEDURE

1. The assessment should normally be completed during the last two weeks of the semester.
 2. Give the assessment at the beginning of the class.
 3. Allow at least 15 minutes to complete.
 4. Instructor should not be in the room.
 5. Student or aide should return the forms to the department or dean.
 6. The assessment forms and summary statistics are returned to the department after grades are sent to the students.
 7. Departments are responsible for appropriate dissemination of results.
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Report of Results
of
Student Assessment of Instruction

1. The statement number, frequency distribution, total responses, percentage of each response, average, standard deviation, and department average and instructor's deviation from the department's average will be reported. This is identical to the report issued from the previous Student Evaluation of Faculty form. Example:

Statement	Frequency					Total	Percentage					AVG	STD	Department	
	A	B	C	D	E		A	B	C	D	E			AVG	DIFF
13	4	4	3	1	0	12	33	33	25	8	0	2.9	1.0	2.7	.2

2. There will be NO cumulative average of all the statements or averaging of any group of statements, because there is no reasonable manner to assign weightings to the statements.
3. The statistical results and original assessment forms will be returned to the departments ASAP, but not before the grades have been submitted to the Registrar.
4. At the request of a department or the college or a school, ACTS will provide all the raw data used to compile the results listed above in 1. on a disk or other appropriate hardware provided by the interested group. ACTS will also specify the format of the data provided. Averaging, correlation or any other statistics may be performed by individual groups.

Demographics
A Report to the Academic Senate
From the Student Academic Policies Committee

Background

On December 3, 1999, the Academic Senate voted to begin use of the Student Assessment of Instruction form at the end of the Winter 2000 semester. Unlike the previous Student Evaluation of Faculty form, the new assessment form contains no demographic questions. Subsequently, a motion was passed to reconsider the demographic questions.

Investigations Carried Out

In early December a letter was sent to all academic deans and chairs asking which of any demographic questions they would like to see on the new assessment form. They were specifically requested to give reasons for or against asking such questions. They were also told that no response would be an indication that they did not want any demographic questions on the form. Out of 37 possible responses, 6 were received. However, the college responded as a whole, indicating that a majority of chairs and program directors would like to include the demographic questions.

In early January Legal Affairs was informed that the SAPC was reconsidering demographic questions. They spoke to the SAPC at a weekly meeting and discussed the potential problems with collecting data about sex and race, especially if it had not been demonstrated that there was a compelling reason to do so, see attached letter.

In early February Bill Moroney (testing expert) delivered a letter to the SAPC stating that there were several problems associated with collecting the demographics, see attached letter.

Conclusion

The SAPC has decided not to request that any demographic questions be placed on the Student Assessment of Instruction form for the following reasons:

1. The demographics on the old evaluation form were never used.
2. There has been no compelling reason given that the demographics are necessary to improve faculty teaching or student learning.
3. Legal Affairs advises against asking the sex and race questions.
4. Students perceive that their responses can be traced, and therefore are sometimes less than completely honest about their answers both to the demographics and the statements, resulting in biased data.
5. Students believe that the instructor may not believe that their opinions are important if, for example, their GPA is below a 3., or they are from a specific unit, or if they are underclassmen.
6. The primary purpose of the assessment form is for faculty development. To introduce other functions that distort that purpose is not advisable.
7. Collecting the demographics could well be of limit value, since some of the students who feel discriminated against may have already withdrawn from the course.

[illegible]

- Use only a No. 2 pencil—not ink or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.

INCORRECT: ☒ ☐ ☐ ☐

STRONGLY AGREE AGREE NEUTRAL DISAGREE STRONGLY DISAGREE NOT APPLICABLE

- ### Course-related Statements

1. This course was academically challenging.
2. This course improved my critical thinking skills.
3. Students' classroom discussion contributed to my understanding of the course material.
4. Assignments contributed to my understanding of the course material.
5. Assignments in this course improved my writing.
6. Assignments in this course improved my speaking.
7. My use of computer technology contributed to my understanding of the course material.
8. Examinations/evaluations related to the material emphasized in the course.
9. Given the course level, the quantity of work required was reasonable.
10. The textbook and/or required readings were an asset to this course.
11. My effort in this course was substantial.
12. I learned a great deal from this course.
13. I would recommend this course to other students.

14. The instructor clearly communicated course objectives and requirements.
15. The instructor presented the material in a manner conducive to learning.
16. The instructor's enthusiasm inspired interest in the course.
17. The instructor encouraged students to relate course material to practical situations.
18. The instructor encouraged classroom participation.
19. The instructor created an environment in which all students were valued.
20. The instructor was available to help students outside the classroom.
21. The instructor graded and returned assignments and examinations in a reasonable time.
22. The instructor's grading was reasonable, given the quality of my work.
23. I would recommend this instructor to other students.

[illegible]

Instructor/Department/School Statements

24.
25. (Respond to statements 24 to 30 only if asked
26. to do so)
27.
28.
29.
30.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE

II. Comments. If your comment refers to a particular statement on this form, please specify which statement number. *(Please write your comments in the boxes provided).*

31. What elements of this course increased your knowledge and or/ understanding?

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32. What elements of this course need improvement? Explain disagree or strongly disagree marks for statements 1 to 30.

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33. Further comments:

